/71 cont./

858 adult, has long since been participating in all the collective
775 prayers and ceremonies? And, finally, how could there be
828 soil for the development of a well-differentiated childish culture?

524 The number of the Guaraní child's toys pertaining to the
[178] old tribal culture is small. Among the Kayová and the Ñandéva
[192] of Dourados I observed a shuttlecock made with maize leaves,
which the former called mangá and the latter mbopé. At
[179] Jacareí I saw children playing with a toy top of cuía /a clay
[192] cup/, with a caraguatá string: the only denomination they
gave the object was trompo, which seems to indicate that they
received it from their Paraguayan neighbors. The game of
[192] "marbles" or gude /not italicized in the original/, likewise
[824] played by the boys of that village, is known only by the name
of bolita; since they had no marbles, the children used macaúba
fruits (mbokadjá).

• 86 Generally, however, these manifestations of a culture
specifically childish are minimal in view of the participation
868 of the child in the cultural patterns of the adults. In the more
177 acculturated groups, where the latter already play the guitar
/Port. violão/ and enjoy themselves with sertaneja /typical of
the interior of the country/ or even carnival music, it happens that
a father will buy for his six or /72/ seven-year-old son a
cavaquinho /a small guitar-like instrument/, on which the latter
869 will then try to play the tunes he is accustomed to hearing. On
the other hand, the children learn the sung prayers early, not
only by dint of constantly attending the religious ceremonies,
and participating in them, but also because these prayers are
often used as lullabies, as I have observed among the Nandéva
of Rariri, where, as among the Mbüá, I also saw little children
a few years old sing them alone.

829 The attitude toward education changes visibly with the
87 advance of the acculturative process, which introduces a new
177 ideal of culture and previously unknown social aspirations.
Particularly the Ñandéva of the São Paulo coast sometimes
showed a marked preoccupation with the problems of instruction,
stemming from a manifest desire to appear more civilized. One